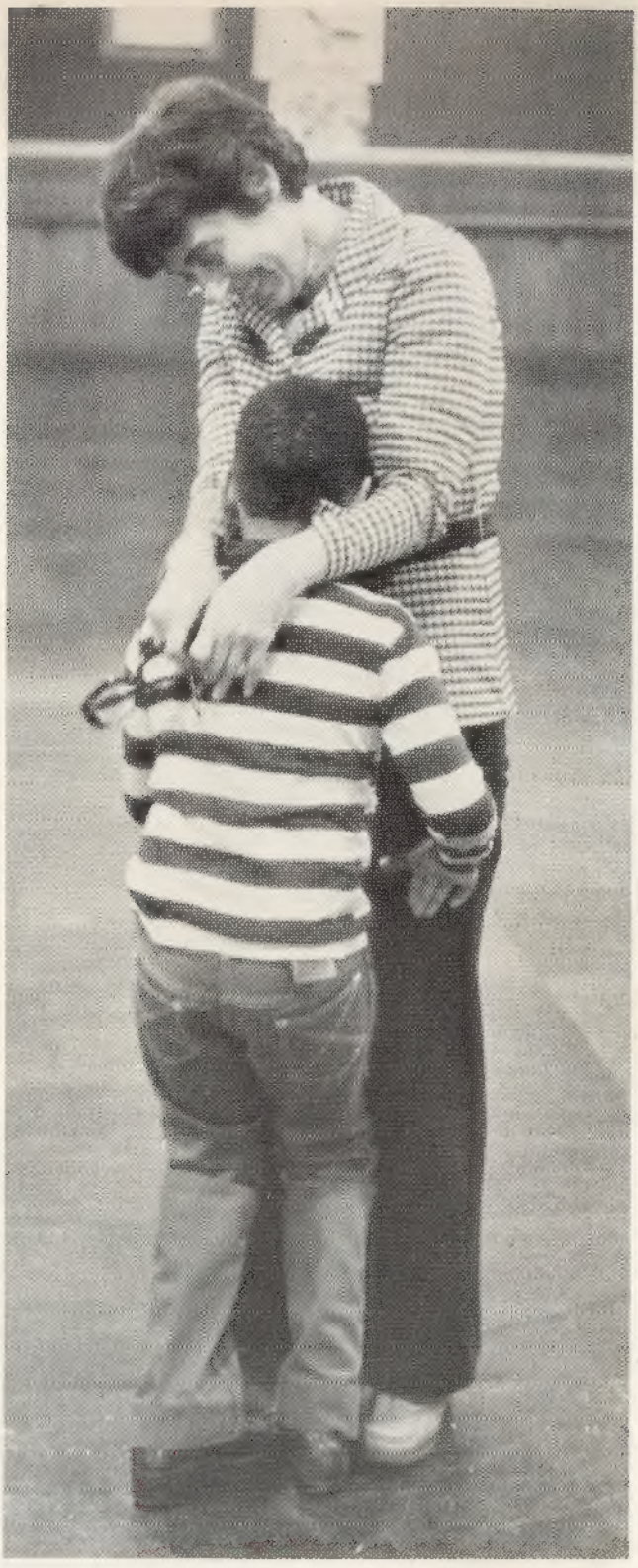

An Inside Report

Newark School District

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Gloria Bryant, *Executive Director*

Photos and artwork: Howard Best

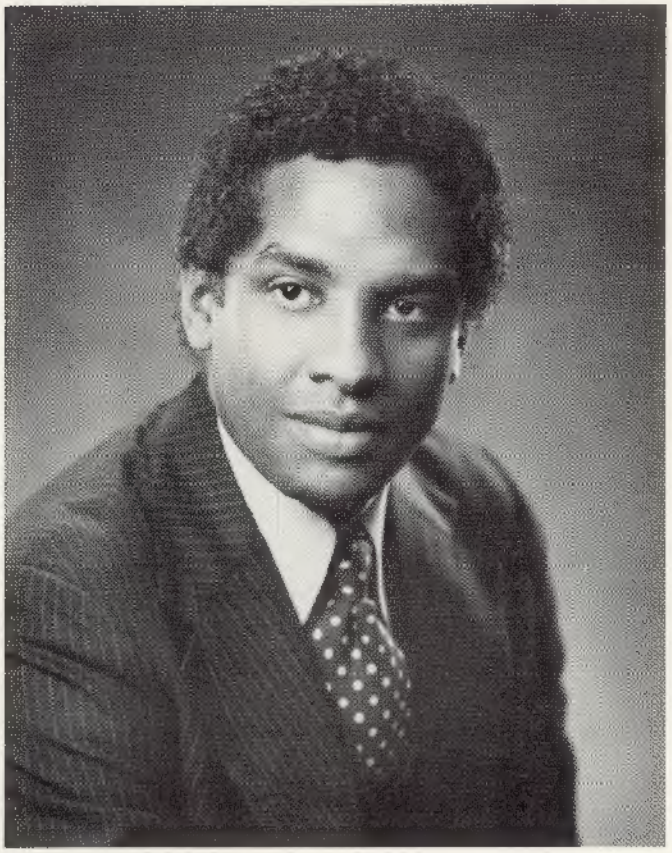
An Inside Report

by Alonzo Kittrels
Executive Superintendent of Schools

The last three years have brought numerous, substantial changes to the Newark School System. This report to you, the Newark school community, covers many areas. It is my hope that it will make you more aware of all aspects of the education being provided for our youngsters — the progress as well as the problems.

The return of quality education to school systems does not center around any one solution. Yet, there can be no giving up. Those of us involved in this struggle must move on, inch by inch by painful inch, to provide hope for those who often seem lost in the middle of all that takes place — our young people.

As I begin my fourth year as Executive Superintendent of Schools, progress is evident. Improvements in curriculum have been realized, and successful innovative programs have been nurtured. Our special and alternative education programs are developing and expanding. Of the 101 objectives of our 1977 plan to remedy specific problems in the Newark School District, 93 have been labeled complete by the Office of the Essex County Superintendent of Schools.



Despite improvements, still, there is much to be done. Our test scores, although improved, remain low. Vandalism, although reduced over the past several years, is high. Drug abuse continues to be a problem on both the elementary and secondary levels. The repair and maintenance of aged physical facilities remains a constant concern.

Solutions to these and other problems are not simple, nor do they come quickly. They depend on sound management — management by objectives, not management by hunch. In short, clear cut goals which are known and shared by all are essential.

In my "Directions, 1978-1979," I outlined procedures for improving management and developing a results oriented management system, a management system with specific goals and a record of measurable achievement. In keeping with this idea, specific, realistic goals for the 1979-1980 school year were set by the Board of Education in June, 1979. Among the objectives set down by the Board were improving communications at all levels, developing an effective system of monitoring activities in the district, creating a plan for setting academic standards and measuring achievement, improving physical facilities, increasing community involvement in education, and developing a dynamic reading and math management system.

These goals, as approved by the Board, have given us direction. However, we must be practical in our approach. It is unrealistic to assume that all of our goals can be accomplished immediately in all areas. The development of a results oriented management system takes time.

However, we are setting realistic job targets for each year, attainable goals for each individual area which are based on the resources available to that area. In this manner, over a three to five year period, a management system of results and accountability will become a reality.

With that view of the future, we are moving forward. With a sound management system and a concrete educational plan, we can deal with such concerns as curriculum, academic standards, alternative and special schools and programs, new and old physical facilities, school financing, and the partnership of the schools and the community.

For this school year we'll be concentrating our efforts on the following activities:

Grant development

Manpower planning

Declassifying Special Education Students

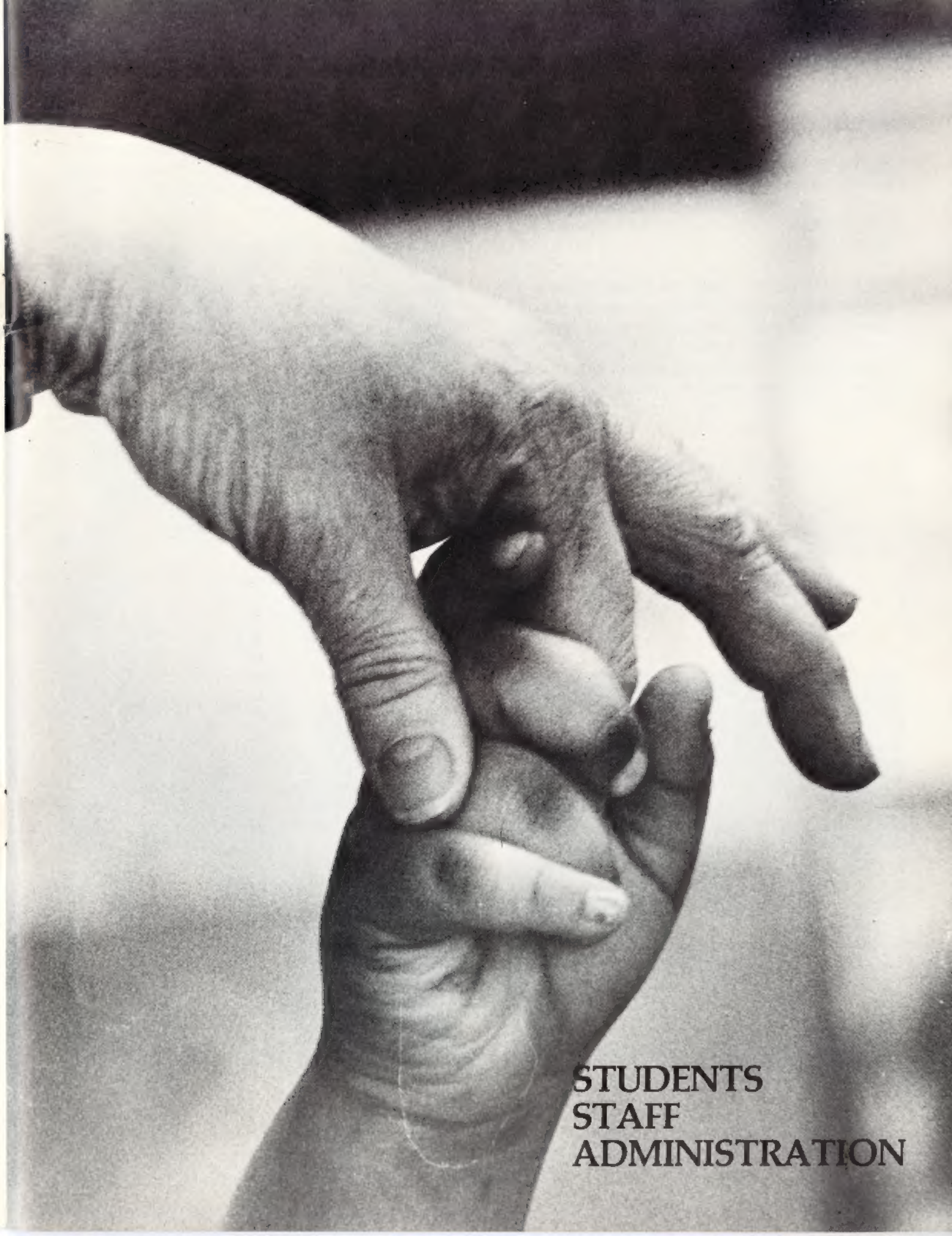
Strengthening Bilingual Program

Balancing Our Budget

Parental Involvement

Management Efficiencies

This inside report reflects the present status of the Newark School District, as well as how far we have come over the past three years. It is my hope that you will review it carefully and be encouraged to become involved in our school system. The future of education in Newark depends on the diligence and cooperation of all of us.


STUDENTS
STAFF
ADMINISTRATION

STUDENTS

Newark's student population of close to 62,000 is as pluralistic as the population of the city itself. These youngsters come from many cultures and backgrounds, they speak a wide variety of languages, and they possess a broad range of talents and interests.

These differences place on the district a tremendous responsibility to make sure that the educational needs of all of these unique individuals are met. Yet, the greatest educational resource in the district is the students themselves.

The figures tell only one part of the story. It is the students as individuals, each with his own talents, goals, and interests, who make Newark, the largest school district in the state, so unique.

Some of our students are high academic achievers, many of them specializing at Newark's Alternative High Schools. 1980 Newark Valedictorians will represent the district at such schools as Harvard, Princeton, Seton Hall, Douglass, and Upsala.

Newark's Student Population (1979)

	Black	Hispanic	White	Asian	Indian/ Alaskan	Total
Senior High Schools	11,159	1,955	1,439	41	17	14,610
Junior High Schools	979	663	49	6	—	1,697
Elementary Schools	30,706	8,678	4,039	202	18	43,643
Special Schools	1,207	232	46	2	—	1,487
Total	44,051	11,528	5,573	251	35	61,435

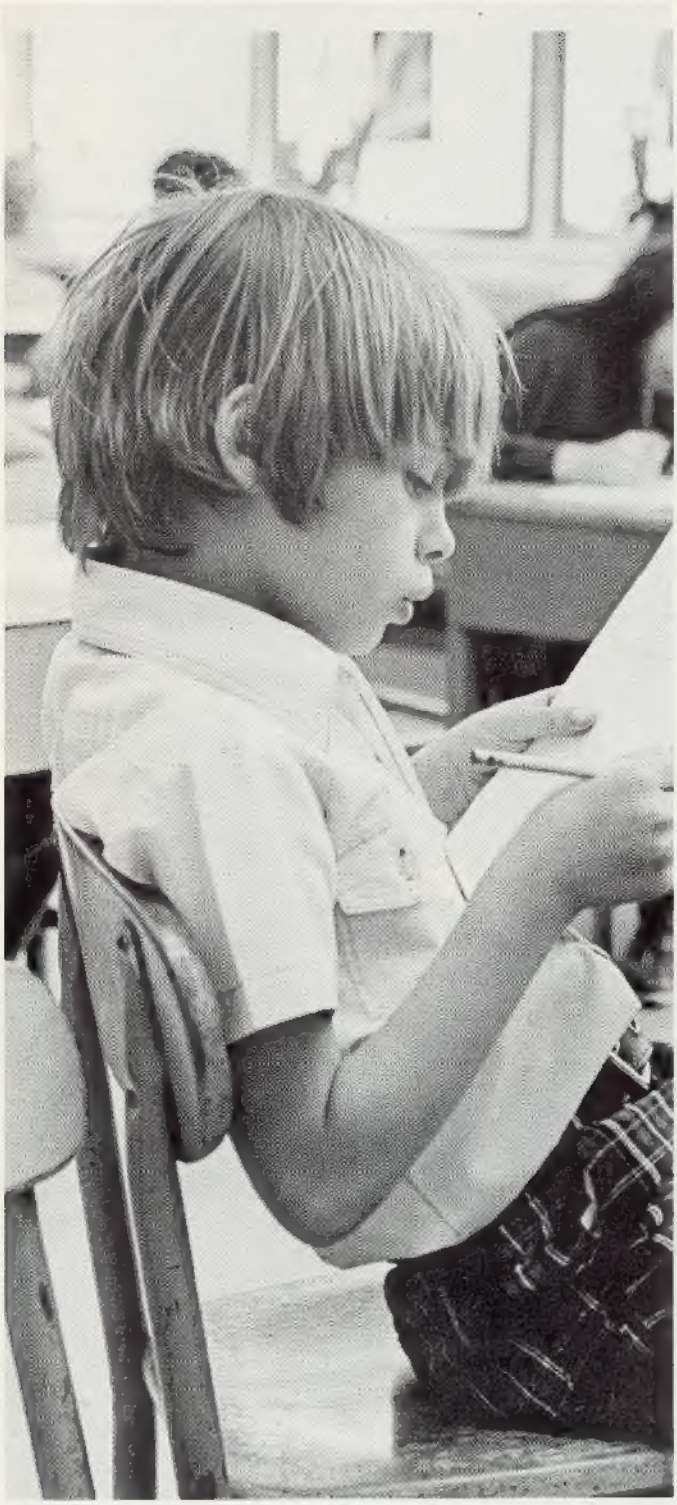
These are the kinds of futures Newark students look forward to. Their success depends on what they do and what the district does for them, while they are attending the Newark Public Schools.

The curriculum is designed to motivate all youngsters — handicapped students, non-English speaking students, gifted and talented students, vocational education students, college bound students, pregnant teenagers, and dropouts who wish to return to school.

Some achieve more than others. Individual interest and motivation varies. The district's drop-out rate in 1978-79, for example, was approximately 9.4% of the secondary school population. Most often, students listed "The Dislike Of The School Experience" as the reason for leaving school before graduation. Other major reasons given were academic difficulty and the desire for employment.

Graduates

	Total Graduates	4 yr. college	2 yr. college	Bus./Trade School	Employment
1978	2,373	891	188	119	537
1979	2,288	890	208	210	453



The district is combating this drop-out problem through programs that attempt to address the very reasons youngsters give for leaving school. The Continuing Education Program (C.E.P.) encourages pregnant teenagers to complete school by offering them a learning environment devoid of the social pressures of their regular schools. The Education Center For Youth offers a 12-month work study curriculum for drop-outs who wish to return to school and still be employed. In addition, the 1980 summer school program offered drop-outs a "Second Chance". The "Second Chance" program allowed drop-outs to return to a low-pressure school environment for just six weeks. It is hoped that the success they achieved there will motivate them to return to school on a full time basis.

Programs such as these and many others are unique because the students of Newark are unique. They bring countless needs, talents, and desires to school with them every day — needs, talents, and desires to which the district must respond.

STAFF

There are over 7,000 employees in the Newark School System, making it one of the major employers of Newark citizens. Teachers, teacher aids, cafeteria workers, administrators, clerks, secretaries, directors, and countless others, both instructional and non-instructional, are the decisive factor in the delivery of quality educational services.

The business of educating the children of Newark is a cooperative effort. Instructional personnel tend to the educational needs of the district, but their efforts would be impossible without the support services provided by non-instructional employees, Both must work together to insure that the entire educational network functions smoothly.

Instructional Personnel

At present, there are approximately 4,431 teachers, 288 teacher aides, and 84 principals involved in teaching the approximately 61,000 Newark students. All Newark teachers are certified, and all principals have teaching certificates and supervisory certificates. Many teachers have advanced degrees, and many more are in the process of getting them. Recent statistics show that 897 Newark teachers have Master's degrees plus 30 credits or beyond.

Social workers, nurses, physicians, and psychologists also work throughout the Newark School District, providing additional services for the city's school age youngsters.

The district makes every effort to assist and support these instructional personnel in every way possible. The Office of Personnel Development, in particular, has recognized the need of teachers for more opportunities for professional interaction, better communication, and opportunities to share both ideas and materials. This has resulted in an extensive Staff Development Program.

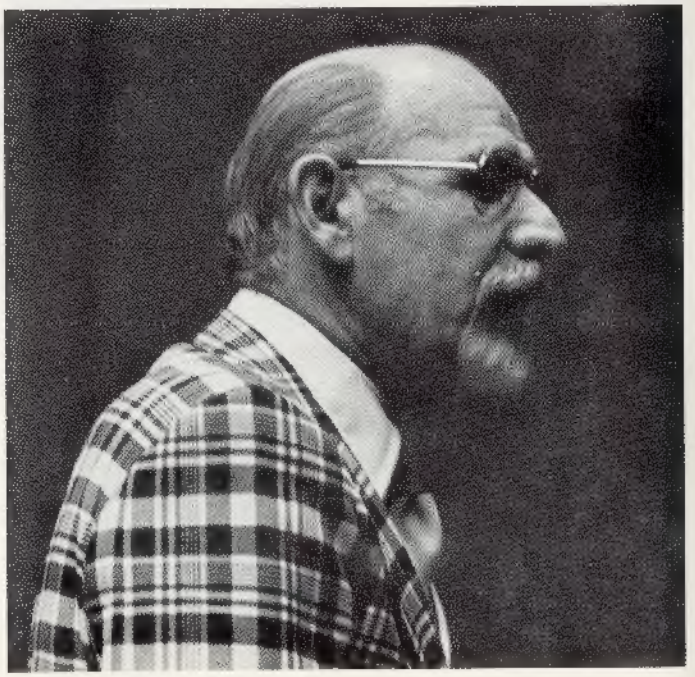
Staff Development

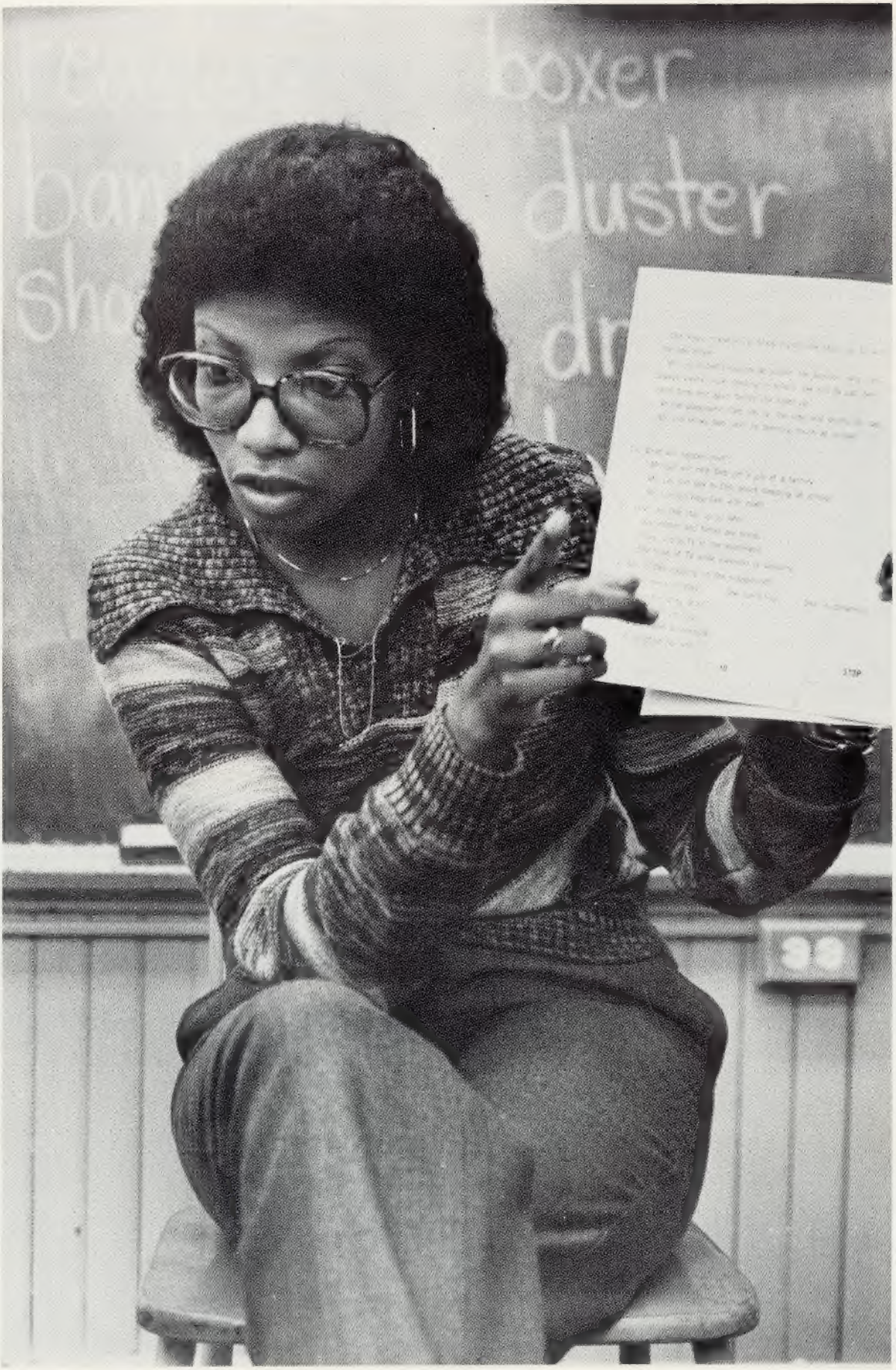
Workshops, seminars, and inservice courses for both teachers and administrators are an important part of the staff development effort. These programs give teachers and administrators a chance to support each other in many ways.

Principals attend seminars on such topics as supervising curriculum, how to conduct classroom observations, mainstreaming the exceptional child, and programs for the gifted and talented.

Inservice courses for teachers include such topics as the gifted and talented child, human relations, teaching basic skills, classroom discipline, the drug scene, and the multicultural history of Newark. Following completion of these inservice courses, teachers are given the opportunity to evaluate the courses and to recommend courses that they feel should be repeated.

In addition to these special programs, the Newark Teacher Center has been a major addition to the district in the area of staff development.

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The Newark Teacher Center

In September of 1979, the Newark Board of Education received a grant of $161,171 from the United States Office of Education for the establishment of the Newark Teacher Center. It was organized to assist the nearly 6,000 professionals teaching in public and non-public schools throughout Newark.

The Newark Teacher Center offers a broad year-long series of teachers workshops, graduate courses for teachers wishing to continue their education, as well as many other services.

Workshops and discussion groups are conducted to help teachers deal with stress and morale problems, and a curriculum study task force brings groups of teachers together to prepare teaching and learning aids.

The Resource Center, which is open during and after school, offers teachers a resource and professional library as well as a collection of commercial and teacher prepared learning aids and teaching materials. Materials here are available in both Spanish and English.

The Teacher Center is located at Marcus Garvey Elementary School, and it is staffed by a director, coordinator, three project teachers, and a part-time center coordinator. These staff members, in addition to their work at the center, offer an in-school advisement service in which they function as advisors in classrooms during the school day.

All of these programs and services aid the instructional staff in their efforts to provide quality educational services. In addition, in order for teachers, principals, and administrators to concentrate on instruction, other personnel must tend to providing the vital support services that make sure that the entire educational system runs smoothly.

Non-Instructional Personnel

The district employs more than 2500 non-instructional personnel such as administrators, clerks, directors, secretaries, security personnel and many others. These people are vital to the functioning of the educational process.

The Office of Board Affairs, for example, arranges board meetings, prepares all minutes of meetings, and handles all board correspondence.

The Department of Management and Budgets prepares and monitors the school budget each year.

Data Proccessing compiles and stores all of the information that the school district must keep available. The latest responsibility of this department is control of the new Student Information System, which provides essential academic data on students who transfer from school to school within Newark.

The Internal Audit Department is responsible for examining, verifying, and correcting all accounts in all areas of the school district.

Personnel handles all of the personnel needs of all areas of the school district. They maintain records of all employees, handle fringe benefits for all employees, and work in the area of personnel development by preparing special "professional growth" programs.

Public Information sees that both the parents and the general public are kept informed about events, programs, and problems within the school district. They disseminate material on current educational issues, publicize Board of Education policy and decisions, and highlight the staff and students of the Newark School District.

Purchasing handles all of the supply needs for both the schools and the central office.

The Department of Physical Facilities insures that all Newark youngsters have a healthy and safe environment in which to learn.

All of these departments work together in cooperation with instructional personnel to insure that the district runs smoothly by seeing that the needs of both students and employees are met.

The Administration

The primary function of the school administration is to insure that all policy set by the Board of Education is carried out in all of the district's schools. In a school system as large as Newark's, this requires a number of administrators in both instructional and non-instructional areas. All of these administrators report to the chief executive of the school district, the Executive Superintendent of Schools.

The selection of the Executive Superintendent and the length of time he serves are determined by the Board of Education. He is a non-voting member of the board, with the right to speak on all educational, managerial, and fiscal matters that are brought before it.

Alonzo Kittrels has been the Executive Superintendent of the Newark School System since 1977. He is assisted by a Deputy Executive Superintendent and five Assistant Executive Superintendents, all of whom attend to the business of educating Newark youngsters.

In addition, there are eight executive directors who supervise non-instructional areas which are essential to providing quality educational services. These departments are Board Affairs, Management and Budgets, Data Processing, Internal Audit, Personnel, Public Information, Purchasing, and Physical facilities.

CURRICULUM
MEASURING OUR PROGRESS
PROGRAMS

Curriculum

There is no more important aspect of any school district than its curriculum. This design for education must meet both state and federal mandates as well as local needs. However, while state and federal mandates are fairly consistent from district to district, local needs are not.

This fact puts the Newark School District in a unique position. No other district in New Jersey supports over 90 schools or serves over 60,000 young people. In addition, few districts, if any, have as pluralistic a school population as Newark. Thus, Newark's curriculum must recognize and serve a wide variety of needs and interests.

Elementary Programs

On the elementary level, a re-emphasis on reading and mathematics within the curriculum has played a major part in the slow but steady improvement in standardized test scores.

Many special programs in the area of basic skills exist on the elementary level. These programs either replace or supplement standard course work in reading, writing, and arithmetic, and their results have been most encouraging.

Project Read-Write (Language Arts-Grades 4-8), and Project S.A.I.L. (Mathematics-Grades 6-8), for example, are diagnostic/prescriptive programs in basic skills. Both are supported by state and federal funds.

In addition, the district supported ***Chisanbop*** Program is a highly successful new method of teaching mathematics. In Chisanbop, the hand becomes a computer-like extension of the abacus. Using this method of computation, young children can solve mathematical problems quickly and accurately. It is based soundly on the decimal system and is consistent with traditional mathematical programs. Chisanbop is taught in twenty Newark Schools and it will be expanded because of its remarkable success.

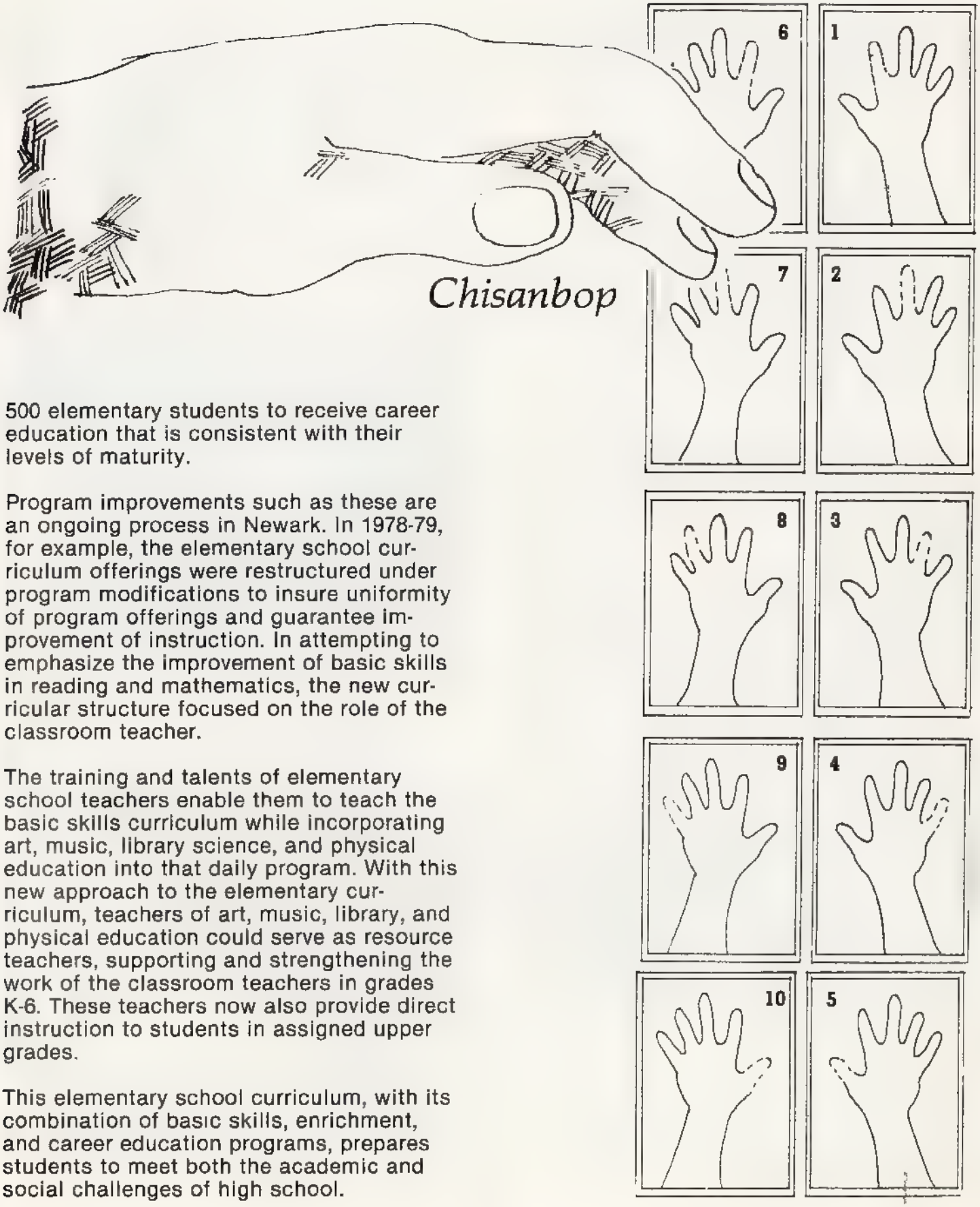
While this basic skills core curriculum is the focus of elementary education, many enrichment programs serve to broaden the horizons of Newark youngsters.

Philosophy For Children, for example, is recognized by the State Department of Education as one of the most successful programs in the city. It was designed to improve student ability to analyze questions and situations effectively. Emphasis is placed on familiar moral and philosophical dilemmas which occur in children's lives. The program is offered in three of our elementary schools.

The Global Awareness Program, too, is an enrichment program which seeks to help young children understand the interrelationship and interdependence of all peoples and cultures. Children involved in the program learn about cultural differences and similarities through such activities as food preparation, garment construction, music, and dance.

In addition, Newark has the only ***Aerospace Education Program*** in the country which is located at an international airport. The Aerospace Education Center, in Hangar No. 58 in Newark International Airport, introduces seventh graders to the most advanced techniques, devices and materials involved in the aerospace industry. It also provides guidance and career information to students interested in pursuing a career in this important and expanding field.

Beyond this career orientation effort, the elementary education curriculum also includes a program to introduce youngsters to a broad spectrum of available careers. ***Career Education*** begins in the sixth grade and continues through high school. The Board of Education recently approved a grant of $8,955 for vocational education in the elementary schools. This will enable



Chisanbop

500 elementary students to receive career education that is consistent with their levels of maturity.

Program improvements such as these are an ongoing process in Newark. In 1978-79, for example, the elementary school curriculum offerings were restructured under program modifications to insure uniformity of program offerings and guarantee improvement of instruction. In attempting to emphasize the improvement of basic skills in reading and mathematics, the new curricular structure focused on the role of the classroom teacher.

The training and talents of elementary school teachers enable them to teach the basic skills curriculum while incorporating art, music, library science, and physical education into that daily program. With this new approach to the elementary curriculum, teachers of art, music, library, and physical education could serve as resource teachers, supporting and strengthening the work of the classroom teachers in grades K-6. These teachers now also provide direct instruction to students in assigned upper grades.

This elementary school curriculum, with its combination of basic skills, enrichment, and career education programs, prepares students to meet both the academic and social challenges of high school.

Secondary Programs

On the high school level, the emphasis on basic and academic skills, as well as the availability of enrichment and career education programs, continues.

All Newark High Schools offer standard academic and/or vocational courses of study. These courses include art, business, English, foreign languages, health and physical education, mathematics, music, practical arts, science, and social studies.

Whether enrolled in an academic (college preparatory) program or in a vocational program, every student must earn at least 105 credits. Specific required courses account for 75 of those credits:

Course Requirements

4 years of English	20 credits
4 years of Health and Physical Education	20 credits
2 years of United States History	10 credits
2 years of Mathematics	10 credits
1 year of Science	5 credits
1 year of Art and Music	5 credits
1 year of Industrial or Practical Arts	5 credits
	75 credits

Students achieve the remaining 30 credits by selecting from the wide variety of elective courses offered in Newark. These electives allow students to plan an educational program which is consistent with their future plans and personal interests. The elective curriculum includes such courses as photography, consumer problems, theater and dramatic arts, stage band, automobile shop, and home repair projects, etc.

Senior High School students are also given intensive career education information and training, and placement counselors assist students in obtaining full or part-time employment.

Enrichment programs continue through high school, too. Three Newark High Schools, for example, have programs in ***Early Childhood Education.*** In the course, students work with pre-school youngsters and gain insight into the intellectual, social, and psychological development of small children. These programs, aside from offering students a valuable educational experience, offer a service to the community. Mothers of the pre-schoolers involved have free time to meet other responsibilities while their children are supervised and well cared for.

Vocational Classes such as Automobile shops, tailoring and catering take in work from the community. These programs give the students "hands-on" experience while developing their chosen skills, and they also help the people of Newark.

In addition, Newark's Secondary Schools maintain special courses in conjunction with neighboring colleges and universities. These courses offer qualified students opportunities to experience college classrooms, and, often, earn college credit.

Thus, in so many ways, the curriculum of the Newark School District serves all of the diverse needs and interests of the city's young people. The driving force behind this curriculum is the Office of Curriculum Services.

Office of Curriculum Services

At present, the Director of Curriculum Services is assisted by four curriculum specialists. The work of these experts in the areas of assessment, development, research, and implementation is supported by the work of a number of committees which exist at all levels of the school organization.

Each school in the city, for example , has a curriculum committee consisting of educators, parents, and students in grades 7-12. These committees assess the curriculum needs in their particular schools, propose programs to improve basic skills, review curriculum documents, and make suggestons about district-wide curriculum modifications.

Subject-matter curriculum committees are representative of the district and include members from elementary schools, special schools, and secondary schools. With the participation of appropriate experts, these committees work on curriculum development and modification in particular subject areas.

The curriculum coordinating committee is a city-wide group of building and central office administrators and supervisors who review all suggestions in order to recommend curriculum changes to the Deputy Executive Superintendent. And the textbook council, which consists of directors, principals, and assistant executive superintendents, makes final recommendations to the Executive Superintendent concerning textbooks and instructional materials, hundreds of which are evaluated annually by individual textbook committees.

All of these groups at all levels of the school district work toward one goal — producing a plan for education that is consistent with even the most specific needs of Newark's school age youngsters.

Many factors must be taken into consideration before these skilled people can make curriculum decisions. Today, in addition to obvious local needs, a major influence on these decisions is the increasing number of programs that are being mandated by the State of New Jersey.

New Curricular Efforts

A Family Life Education Program developed by the State Board of Education, will be implemented in Newark schools and in other New Jersey schools in the fall of 1983. "Family Life Education" means helping students to understand the psychological aspects of interpersonal relationships. Parents, teachers, clergymen and other community members will be instrumental in the development of the curriculum for their school districts. The curriculum will be subject to parental review before it is implemented and parents who wish their children excused from the program can present a signed statement to the principal.

In addition, the State Board of Education is in the process of adopting a plan for a new set of state ***High School Graduation requirements.*** This plan will increase the number of required courses and permit class exemptions for students who have mastered certain subject areas. At present, the state requires only succcessful completion of four years of physical education and two years of history. Due to the extensive number of courses required for graduation in Newark, changes in the district's requirements will be minimal.

This plan will accompany the new requirement that all students pass ninth grade level basic skills tests in reading, writing, and mathematics in order to receive a high school diploma.

Measuring our Progress

The tests which are administered to Newark youngsters are designed to measure student achievement and provide data useful in formulating effective educational policy.

Standardized Achievement Tests

Minimum Basic Skills (State-Wide)—
Grades 3, 6, 9, 11
Metropolitan Readiness (City-Wide)—
Kindergarten
Metropolitan Achievement (City-Wide)—
Grades 1-8
Comprehensive Test of Basic Skills
(City-Wide)—Grades 9-12
Bilingual (City-Wide)—
Non-English Speaking Proficient

Standardized achievement tests are administered every year. They measure a variety of mathematics and language skills.

While the tests are admininstered in the regular schools by regular school personnel, the test results have no bearing on promotions or classroom grades. They are designed simply as a diagnostic instrument to determine students' strengths and weaknesses in reading, language, and mathematics skills. They are also helpful in formulating new policies and programs to help remedy deficiencies.

While student scores in Newark remain depressed, progress is evident in many areas. There is a need for review and remediation in all grades, but improved scores, particularly in the primary grades, inspire confidence that scores in all grades will improve in the future.

A number of factors have contributed to this gradual improvement. First students who perform poorly on these tests are eligible for remedial assistance under State Compensatory Education and federal assistance programs.

Title I

Title I programs are designed for youngsters who are educationally deprived. This is determined by the students' test scores and socio-economic levels.

This Title I Program, city-wide, consists basically of three components — a reading program, a mathematics program, and a program in reading and math for non-English speaking proficient students.

Title I's instructional services in reading and/or mathematics are provided to all eligible youngsters in grades pre-kindergarten through nine through supplementary activities which are offered during the regular school day.

The child's regular teacher maintains the responsibility for diagnosing individual student needs in reading and mathematics. That teacher then plans instructional activities to meet those needs. The Title I teacher and the child's regular classroom teacher then, jointly, implement those plans. These teachers must work very closely together in order to insure instructional continuity for each child.

Programs exist in both public and non-public schools in the city. There is a program coordinator assigned to each school, and all coordinators in both public and non-public schools report directly to the Title I Federal Assistance Office at the Newark Board of Education.

Many students attending our schools have been identified as migrants. These youngster's parents travel around the country to take jobs for short periods of time. Thus, a Migrant Program, under Title I, is maintained.

In addition to Title I, Newark has two diagnostic/prescriptive programs in basic skills — one in reading and related language skills and one in mathematics.

Programs That Help

Project Read-Write is a reading and writing program for inner-city youngsters in grades 4-8. It is designed to help resolve the critical language deficiencies of students in the intermediate grade levels who often fall further behind national reading norms as their everyday classroom demands increase. The program works to prevent the frustration and failure that many students experience when faced with the complex requirements of high school English and subject matter curricula.

The program consists of careful diagnosis of student needs and the development of prescribed activities to meet those needs. The prescribed activities utilize all of the language resources which the students already possess, and they compel every child to deal with each reading selection as a whole, instead of in isolated parts, and to involve in it his individual feelings, experiences, and ideas, as well as the language resources through which he expresses them.

Project Read-Write was the first program in Newark to be validated by the State of New Jersey. For a program to be validated, it must be innovative and successful, cost effective, and exportable. The program is now being considered for national validation under similar criteria.

Project Sail is a diagnostic-prescriptive mathematics program designed for students in grades 6-8. It's topics range from whole number place value to pre-Algebra skills and concepts.

Specific learning goals are established for each student through diagnostic tests. Students then receive individual prescriptions based upon their learning needs.

A variety of materials and techniques, such as student-teacher conferences, small group activities, games, workbooks, and audio-visual materials are used to provide each student with many avenues for success.

In addition to these special programs, State Compensatory Education is an important part of the district's efforts to improve basic skills.

Compensatory Education

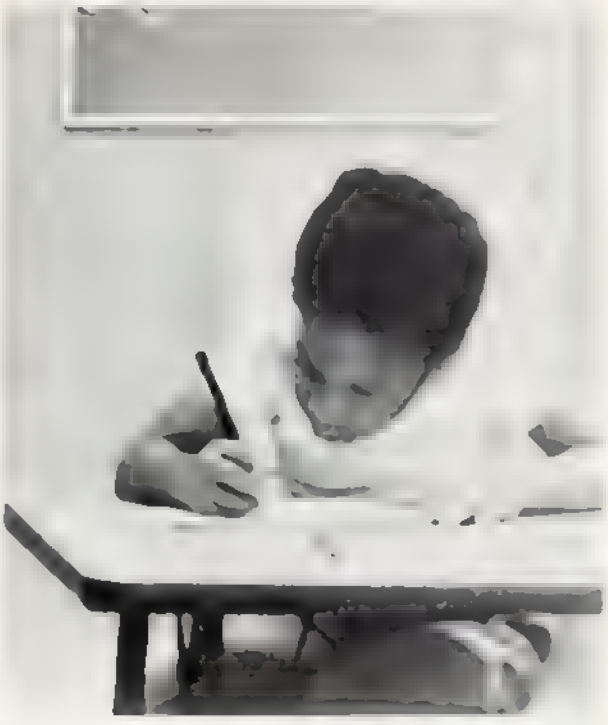
Students who perform poorly on the standardized tests are eligible for remedial assistance under State Compensatory Education. Classroom performance, teacher evaluation, and socio-economic background are also considered in designating eligible students. The compensatory education program provides for individualized and small group instruction in reading and mathematics. In addition, classroom teachers are made aware of the needs of specific students, and remedial efforts are carried over into the youngsters regular classes.

New Jersey's "Thorough and Efficient" Law mandates that these remedial efforts be provided for all eligible youngsters, and the state subsidizes these efforts by providing additional funds to the school district. However, these state requirements do put an additional financial burden on the district. While remedial programs in both reading and mathematics exist for all eligible youngsters, the state only pays for remediation in one area for any one youngster. This means that if a student is deficient in both reading and mathematics, the district must pay for remediation in one of those areas.

Newark Instructional Management System (NIMS)

In addition to state and federal programs, a number of developments in the Newark School System are contributing to the improvement of basic skills.

In February, 1980, the Newark Board of Education approved a proposal for the ***Newark Instructional Management System*** (NIMS). NIMS, which began operating in the Newark schools in May, 1980, is a reading and mathematics management system specifically designed for Newark by the Educational Progress Corporation, an educational research organization based in Tulsa, Oklahoma. NIMS helps teachers identify students' strengths and



weaknesses in reading and mathematics and supplies them with an index of appropriate instructional materials.

NIMS has replaced many of the diagnostic/prescriptive programs formerly used in the Newark schools. Because it is a district-wide program, it gives a complete and continuing picture of each Newark student's academic progress and performance.

The diagnostic component of the program consists of the Individualized Criterion Referenced Test. This test provides practical information on the individual instructional needs of students. Test results show what a student knows, what he needs to learn, and what he needs to review.

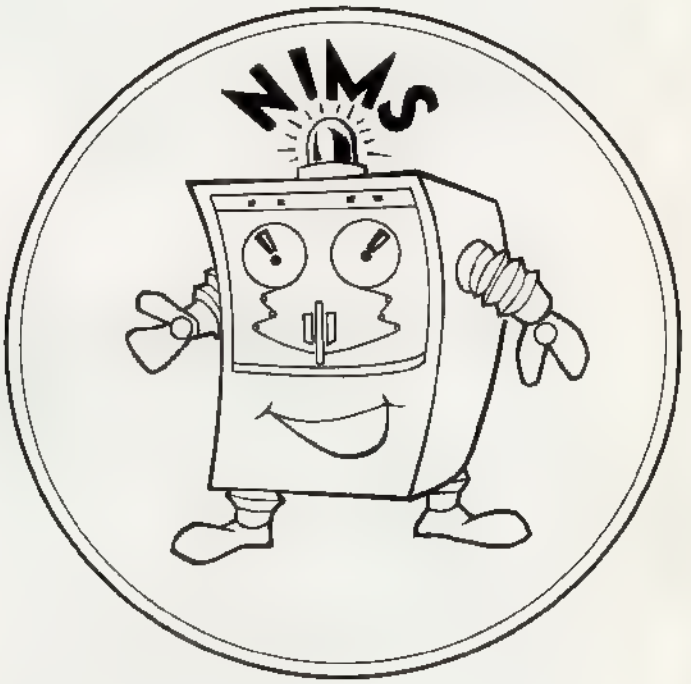
The prescriptive component of the program provides an index of the instructional materials necessary to supply each student with an individualized learning program. These materials are already present in the Newark schools.

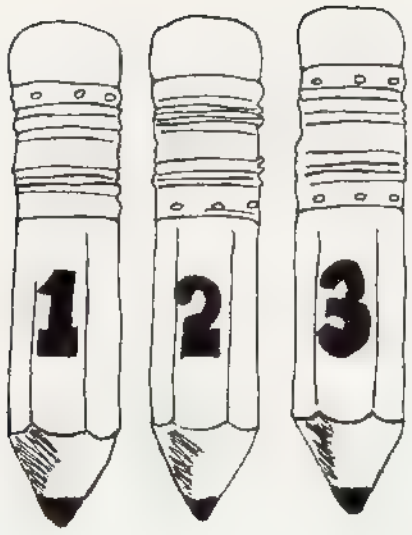
All diagnostic and prescriptive data is analyzed and classified by computers owned by the Educational Progress Corporation.

Altough NIMS is not the entire solution to the problems which confront the Newark School District, it is an important first step toward finding the answers. For the first time, Newark has a learning management system which provides a uniform method of assessment and prescription and a framework for raising student competency through raising teacher effectiveness. NIMS clarifies many of the learning problems confronting Newark students and it makes parental, instructional, and administrative response to the problem more effective and efficient.

In addition to NIMS, the Newark school district is emphasizing the development of basic skills in its regular curriculum. The Office of Curriculum Services has developed educational materials and conducted teacher workshops in an effort to pinpoint and remedy students' weaknesses. ***Computer Assisted Instruction,*** too, helps to insure that progress in the area of basic skills continues.

Furthermore, due to declining enrollment in Newark, the student-teacher ratio has dropped from 34-1 to 25-1. Children learn better in smaller classes with more individualized instruction. It is hoped that this development, too, will be an asset in the fight to continue to improve basic skills.





. . . TESTING

M.B.S. Test Scores
(% of Passing Grades)

Reading	1979	1980	Math	1979	1980
Grade 3	60.0%	66.0%	Grade 3	37.0%	46.0%
6	39.0%	46.0%	6	28.0%	47.0%
9	40.0%	44.0%	9	33.0%	40.0%
11	54.0%	60.0%	11	44.0%	55.0%

CITY-WIDE TEST RESULTS
Reading At Above National Average

Grade	1979	1978	1977	1976	1975
1	63%	61%	58%	60%	54%
2	40%	42%	43%	39%	40%
3	24%	24%	19%	19%	18%
4	21%	18%	14%	13%	12%
5	15%	13%	12%	13%	11%
6	14%	12%	12%	11%	13%
7	12%	13%	11%	11%	09%
8	15%	14%	13%	13%	08%

Math At Above National Average

Grade	1979	1978	1977	1976	1975
1	57%	51%	47%	41%	33%
2	34%	38%	34%	32%	31%
3	28%	28%	23%	18%	15%
4	34%	30%	24%	22%	20%
5	24%	23%	20%	17%	18%
6	17%	17%	15%	12%	11%
7	12%	13%	13%	11%	09%
8	13%	16%	14%	10%	08%

Programs

Special Education

Many young people in Newark have special educational needs that cannot be met in regular classrooms by standard academic programs and regular classroom teachers. It is the goal of Special Education to provide programs and personnel to help these exceptional youngsters achieve to their fullest potential.

Youngsters enrolled in Special Education programs range from the severely handicapped to the extremely gifted and talented. They are chosen through an evaluation process that is done by teams of people from the Bureau of Child Guidance, Bureau of Attendance, and the regular school staff. Based on the findings of these child study teams, youngsters are placed in educational programs which are appropriate for their particular needs.

In the 1979-1980 school year, there were 1,487 students attending Newark's 12 Special Education schools. In addition, 1,513 students were enrolled in the 110 Special Education classes which exist in the regular school facilities, and 3,000 were classified for speech correction programs.

A major concern of the district in the area of Special Education is the shortage of services and personnel in some areas. The districts's financial situation has resulted in a shortage of speech correction programs. In addition, some 900 youngsters who were referred to child study teams could not be evaluated due to a shortage of personnel, and in excess of 100 who were evaluated could not be placed in programs because of a shortage of classes.

In spite of these difficulties, however, the Special Education program serves not only students, but parents and teachers as well.

Project Alert, for example, was designed to educate parents in identifying signs of physical, mental, social, and emotional handicaps in their own youngsters. It also helps parents help their handicapped youngsters adjust to the school environment. Project Alert was introduced in the district in January 1980.

The Special Education program also offers a number of resources for teachers. The Special Education Media Center provides a full range of print and non-print materials which are suitable for use with handicapped students. In addition, Special Education teachers in Newark are using a new lesson plan book to outline individualized learning programs for special youngsters. This book is unlike the traditional teacher's plan book because it focuses on individual needs and goals for each youngster rather than on lesson plans for an entire class. It is the first plan book ever to be developed especially for Special Education youngsters.

Through programs and services such as these, the Special Education program seeks to educate not only handicapped youngsters, but gifted and talented youngsters and the general school population as well.

Programs for the Gifted and Talented exist at Louise A. Spencer Elementary School and University High School. Gifted youngsters explore ideas and issues earlier than their peers, and, therefore, in many instances they become withdrawn or even isolated. Gifted and Talented programs are designed specifically for those youngsters whose exceptional capacities make it difficult for them to achieve to their fullest potential in a regular classroom setting.

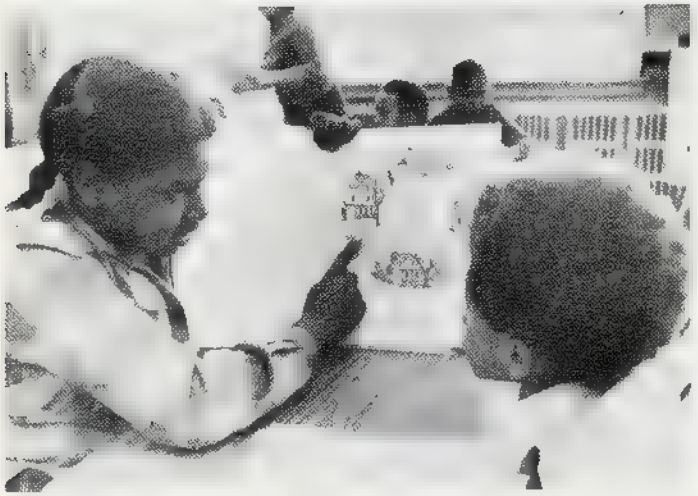
The ***Continuing Education Program*** (C.E.P.) is another aspect of special education which meets a very special need. It provides vital educational and social services for those pregnant teenagers who choose to attend. The C.E.P., once an evening program, now offers a regular high school curriculum on a full time basis.

In addition, the C.E.P. has added a number of comprehensive services needed by young mothers. Training in homemaking and nutrition, as well as health education for mother and child are vital aspects of the C.E.P.. The program also has courses in music, art, library, physical education, and business education. A guidance counselor, social worker, nurse, nurses aide, and remedial reading teacher are on staff to provide special services.

The ultimate goal of these special education programs and services is to insure that every Newark youngster develops to his fullest potential. In addition, the program is designed to help special youngsters adjust to the society in which they must live and work. Achieving this goal means integrating, as much as possible, handicapped and non-handicapped youngsters.

New Efforts. In June, 1979, the Special Education Department relocated the Bruce Street School for the Deaf in George Washington Carver Elementary School. Preparations for integrating the handicapped students into the larger non-handicapped population included workshops designed to acquaint Carver students and faculty with the characteristics and problems of hearing impaired persons. Eventually, non-handicapped Carver students will be encouraged to learn the language of the Deaf.

In addition to this effort, the district is finalizing plans for a new Vocational/Technical High School for the handicapped. This facility will provide vocational training for high school students who are classified as orthopedically handicapped, chronically ill, neurologically impaired, communication handicapped, or perceptually impaired. The school will be located south of Rowley Street between 12th and 13th Streets, and it will have an enrollment of approximately 125 students.



Bilingual/Bicultural Education

The Newark School District provides Bilingual/Bicultural education programs for all youngsters who need or desire such educational background.

The Bilingual/Bicultural education programs serve students in three basic areas. First, youngsters who are non-English speaking are taught to master the English language. Second, students who speak a language other than English and who are not capable of handling the standard curriculum in English are taught in their native languages. Third, pupils who are fluent in English and who wish to be bilingual are given the opportunity to select Board approved language programs.

Instructional programs in Bilingual/ Bicultural education recognize the learner's primary language and culture as assets in the child's total education. These programs emphasize the historical and cultural heritage of both languages for both English-speakng children and non-English speaking children.

In addition, the provision of multi-cultural education, concurrent with or independent of language instruction, is inherent in all programs of the district. Learning activities in various subject-matter fields help pupils develop a positive self-image through a greater understanding of their cultures and the cultures of other participating students.

The use of computers, housed at Lafayette Elementary School, Dr. William Horton Elementary School, and Webster Junior High School is a unique part of this district's Bilingual/Bicultural education program. Parents, as well as students, are encouraged to use these computers to sharpen their English speaking abilities and improve their reading and computation skills.

In fact, the program emphasizes parental involvement in the educational process. The Board of Education recently approved a grant for ***PACTO*** (Parents and Children Together Organized for Learning). PACTO will provide basic literacy training and offer English as a Second Language to Hispanic parents. It is also designed to provide training to parents wishing to tutor their children. The program will be funded through a Title VII grant and be administered through the Bilingual/Bicultural department in conjunction with the Department of Adult Education.

The Newark Bilingual/Bicultural Education program serves nearly 7,000 youngsters and their parents.

Alternative Schools

It is the goal of the Newark School District to offer to all citizens of the city as many educational experiences as possible. The district's alternative schools are specialized high schools designed to foster the unique talents of our secondary school youngsters.

There are four alternative high schools in Newark, each providing a special course of study.

Science High School

Science High School was established in 1974 to serve students interested in science and science related fields. Despite the scientific and technological slant of the curriculum emphasis is also placed on the humanities and communication skills. Surrounding colleges and universities not only draw on Science High graduates for their enrollments, but they also provide specialized courses within the high school's curriculum.

There are 537 students attending Science High School this year. 65% of the 1979 graduates are attending college.

University High School

University High School provides a challenging and stimulating educational program for Newark's academically gifted students. The requirements for graduation include four years of mathematics, four years of humanities, and four years of integrated science. A wide range of advanced studies, some with college credit, are offered.

Classes are in session for eleven months, and homework assignments average three to four hours each night. University High's program is a rigorous one, preparing students for competition at top level colleges and universities.

Recently, seventh and eighth grade classes for the gifted and talented have been added to the school's curriculum.

University High is in its first year at its new location at 240 High Street. Formerly, it was a School Within a School (SWAS), housed at Malcolm X. Shabazz High School. The University High program was established at Shabazz in 1969.

At present, there are 603 students enrolled at University High School. Ninety-nine percent of the students are college bound.

Education Center For Youth

The Education Center for Youth is an alternative school for students who have dropped out of high school. It was established in 1964 and is funded by the Newark Board of Education.

The Education Center for Youth gives dropouts a chance to complete studies for their high school diplomas. Because one of the primary reasons students give for dropping out of school is the desire to work, the Education Center's organization as a work-study program is especially successful. With the cooperation of local businesses, students can work while completing their high school requirements. The center operates on a twelve-month basis and students are accepted at any time during the year.

There are 101 students presently enrolled in the program.

Arts High School

Arts High School, established in 1931, was the first school in the nation to offer art and music as academic majors.

Arts High offers a program of art, music, and drama to students who have demonstrated an aptitude for artistic subjects and whose records indicate a strong academic background. All eighth and ninth grade students in Newark are eligible to take the Arts High entrance exam. Those who pass and enter Arts High continue in the school for the duration of their high school experience.

This year, there are 707 students enjoying the special course offerings at Arts High. In 1978, for example, a new dramatics program was introduced at the school. An instructor with professional theater background conducts the program one period a day. The dramatics program will be expanded in the near future.

In addition, there are many opportunities for Arts High students to display their talents outside of school. Art students are involved in projects to help beautify the city, music students perform for many groups outside of school, and drama students are encouraged to perform on community stages.

Of the students who graduated in 1979, 70% are attending college and 10% are attending professional school.

Adult Education

Newark's Adult Education Program seeks to foster the idea that learning is a life-long process.

More than 5,000 students attend adult day and evening classes sponsored by the Board of Education and conducted at twenty-six sites throughout the city.

There are four basic adult education programs. These four programs are designed to help adults compete in an increasingly competitive job market.

English as a Second Language offers conversational English to Foreign born citizens. Preparation for citizenship is also offered when required.

Adult Basic Education is designed to serve adults over 16 years of age who are in need of instruction to improve their skills in basic communication and computation.

The High School Completion Program is offered to aid students wishing to prepare for the General Education Development (G.E.D.) Examination or the New Jersey High School Completion Certificate.

Vocational and Enrichment courses are offered to students wanting to pursue their vocational and avocational interests.

In addition to these basic programs, the Adult Education Program offers classes to the mentally retarded at the New Jersey Association of Retarded Adults, to Senior Citizens at the Essex Plaza Senior Citizens Residence, and to drug addicted youth at drug rehabilitation centers.

Recently, in conjuction with Midlantic Bank, the Adult Education Department began offering a course in Teller Training to acquaint adults with the principals of teller work and career opportunities in banking.

State and Federal Assistance

State and/or Federal Assistance funds pay for a number of the school district's programs. While some of these programs are enrichment programs, many are a vital part of the district's efforts to improve basic skills.

Funds are provided, for example, for such programs as Outdoor Education, Vocational Education, Nutrition Education and Training, Youth Employment, and training for handicapped children.

At the outset of the 1979-1980 school year, the district projected a total revenue from the state and federal governments of $24,211,027. By the end of the school year, the actual income from these sources reached $28,845,698.

Title I, by far the largest state and federal assistance program, is designed for youngsters who are classified as "educationally deprived" based on test scores and socio-economic backgound. It provides for special programs in reading and mathematics.

State Compensatory Education funds also represent a large part of the outside assistance received by the district. Students who perform poorly on standardized tests are eligible for remedial programs in reading and mathematics which are partially paid for by the state.

These programs, and others like them, which are either totally or partially funded by the state and/or federal governments, are an important part of Newark's over-all school program.

Name of Program	Federal	State	Amount
1. Title I	X	X	$11,587,787
2. Bilingual Language Project	X		206,637
3. Community Services	X		274,201
4. Nutrition Education Project	X		13,595
5. Adult Education	X	X	563,000
6. Project Read/Write—Title IVC	X	X	148,416
7. Project Hire—Title IVC	X	X	96,410
8. Project Sail—Title IVC	X	X	9,984
9. Law in Action Project—Title IVC	X	X	42,564
10. The Interdisciplinary Experience	X	X	2,000
11. Vocational Education	X	X	185,038
12. Outdoor Education	X	X	1,000,900
13. Community Education	X		42,874
14. Teacher Centers	X		161,171
15. Youth Work Career Program	X		82,500
16. Title VIB Projects (Education for handicapped children)	X	X	1,004,339
17. State Compensatory Education		X	8,639,501
18. State Compensatory Education Education, Research and Development		X	150,000
TOTAL			$24,211,027

School Buildings

Old Stone School House 1784

Louise A. Spencer Elementary School 1977

School Buildings

There are 90 schools in the Newark School District: 64 elementary schools, 12 senior high schools, 2 junior high schools, and 12 special schools. 36%, or 32 of these facilities, were built between 1848 and 1899. Only 31% were built after 1930, and only 13% after 1960.

The repair and maintenance of these aged physical facilities is a constant problem. The Board of School Estimate anticipates that the cost of repairs in the Newark School System for 1979-80 will be $20,226,500. These expenses cover the reconstruction of walls, roofs, and windows at thirty-six schools; the completion of alterations and reconstruction at East Side High School; the improvement of the old wing of Malcolm X. Shabazz High School; the reconstruction of West Side High School; the reconstruction of Thirteenth Avenue School; the construction of a cafeteria at Elliot Street School; the reconstruction of Science High School; and the removal of asbestos from any school where it is identified.

It is no secret that many of the schools in Newark are in need of rehabilitation and repair. The Newark Board of Education has received a tremendous amount of support in this effort from the New Jersey Institute of Technology (N.J.I.T.).

Cooperative Effort

In 1978, N.J.I.T. and the Newark Board of Education formed a coalition to evaluate, rehabilitate and maintain aging schools in the district. A three-stage program was developed based on: 1) the complete inventory and inspection of all physical facilities; 2) the development of a Facility Master Plan for the District; and 3) the development and implementation of a comprehensive management and control system to insure renovation and construction of district schools. Implementation of this program is projected over a ten year period.

One of the projects developed by N.J.I.T. and the Newark Board of Education is a **self-use energy audit.** An energy use audit is a detailed examination of each building's energy use, schedules, and equipment. In the course of the survey, energy use problems are identified and energy saving remedies are suggested.

In addition to the ongoing process of maintaining the older school buildings in Newark, the district has constructed two new facilities.

New Schools

Louise A. Spencer is an elementary school built in 1977. It has 50 classrooms and can accommodate 1,350 students. Built for pre-kindergarten through eighth grade youngsters, the school currently houses Gifted and Talented classes, Special Education classes, and English as a Second Language classes in addition to the regular elementary school curriculum.

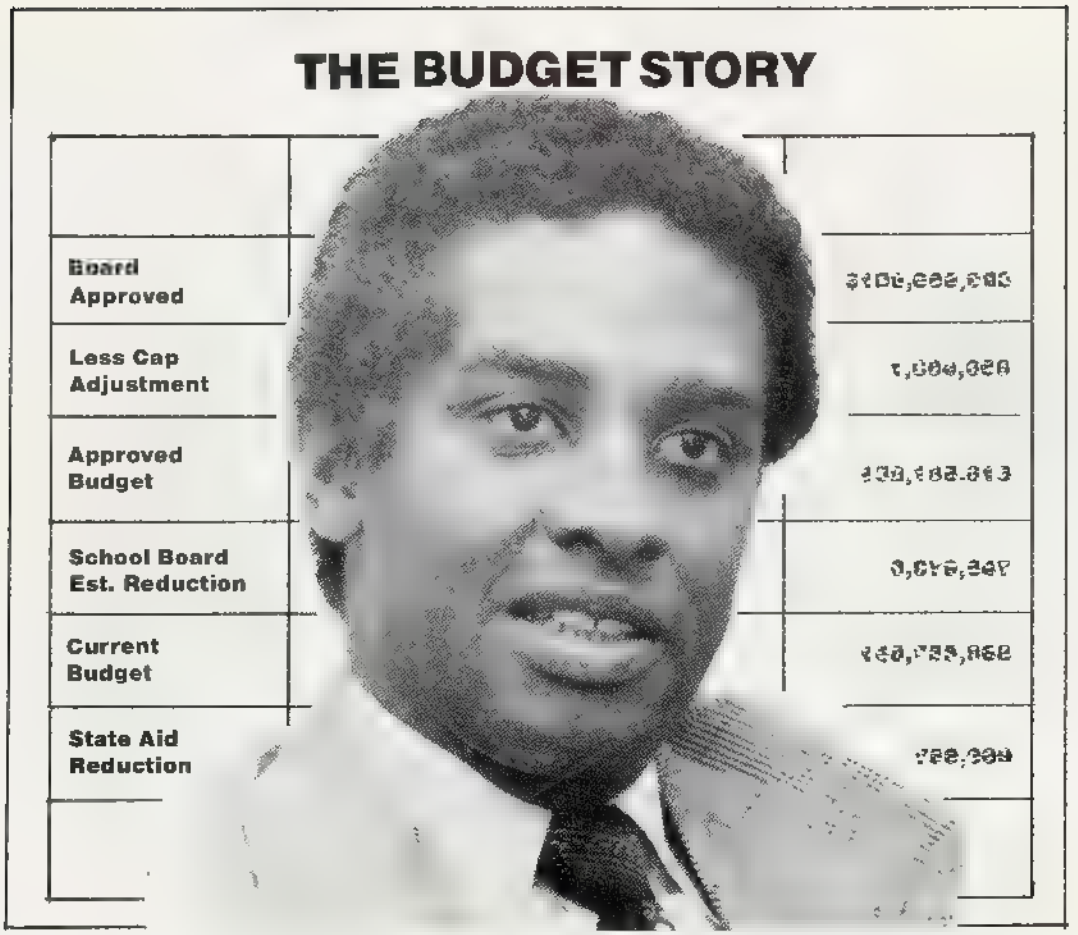
George Washington Carver opened its doors to some 1,700 elementary school youngsters in September, 1979. The building contains 62 classrooms and serves youngsters in kindergarten through eighth grade. This new facility also houses a complete section for auditorily handicapped students.

Future Plans

The Newark School System is planning the construction of three new elementary schools. The Third Street School and the Mt. Pleasant School will both be located in the North Ward, and another elementary school, still to be named, will be built in the Central Ward.

Plans for the construction of a vocational education high school for handicapped students in the West Ward is also stated.

BUDGET



The Budget Process

A budget, any budget, is simply a summary of probable expenses and available income — a plan for paying the bills for necessary goods and services.

So the first step in preparing a budget is to decide what goods and services are needed in order to provide the best education possible for our school youngsters. We must know exactly what we want to accomplish from year to year. Early discussions are held to make these decisions.

Newark's school budget each year covers from July 1 to June 30. Meetings on the districts' needs begin as early as September for the next school year.

In these preliminary meetings of the Superintendent, staff and the Department of Management and Budget priorities are discussed, available funding is very tentatively estimated, and the goals and objectives set by the Board of Education are reviewed.

Once the budget is set, the Board must approve it. Then a summary of the budget is advertised in the newspaper so it can be reviewed by the general public.

The budget is then sent to the Board of School Estimate, a committee composed of the Mayor, two Board of Education Members, and two city councilpeople. The Board of School Estimate makes its own budget review. It also conducts a public budget hearing, which is an essential part of the budget preparation on process. At these hearings, the citizens of Newark may voice their opinions about the proposed school budget.

When the board of School Estimate approves the budget, it is then sent to the full City Council for approval. After that takes place the budget document is filed with the State Board of Education. At that point, sometime in March, the budget preparation process is complete.

This process, however is not simply a matter of deciding where the money should be spent. It requires a thorough understanding of how much money will be available to spend, and where the money comes from.

The Newark School System, for example, is supported solely by local taxes and state and federal funds. So in order to know exactly how much money will be available to spend, we must wait for our sources of income to tell us. Since this does not happen all at once, we must prepare a budget by ESTIMATING how much money will come in from these sources, and implement a spending plan accordingly.

Even while the budget for the following year is in preparation, the Department of Management and Budget is carefully watching the school budget for the year that is in progress.

Sometimes The Unexpected. . .

Budgeting for the school district is an ongoing process. The school district like any individual citizen, has limited sources of income. This means that it must meet all of its financial responsibilities each year with a fixed amount of money. If the district spends less than was anticipated it could end the school year with a surplus — money left over.

However, expenses are often unpredictable. The dramatic and unanticipated increase in the cost of items, especially over the past several years, such as fuel, supplies and food, could result in expenses exceeding the school system's limited budget for that school year.

The 1978-79 school year, in Newark, resulted in a budget deficit, and caused, in large, to unanticipated expenses.

1978 — The Deficit

Early in 1978, the school budget for the 1978-1979 school year was finalized. At that time, the city cut $6.3 million from that budget. All of this took place before the end of the 1977-1978 school year.

The school district reached the end of the 1977-78 school year with a budget deficit of $4.6 million ($4.6 million in expenses that were not anticipated in the budget for that year). The cutback in city funds, combined with the budget deficit, brought the total shortfall of funds to $10.9 million.

Dealing With the Deficit

In the 1978-79 school year, the City Council agreed to provide $7.6 million to the school district in order to help deal with the budget deficit. This was one with the understanding that the district would, through cutbacks in programs and salaries, make up the difference needed for operating funds.

From Deficit to Surplus

The layoffs of February, 1979, made everyone in the Newark School System acutely aware of the need for drastic belt-tightening measures. As a result, in March, the district's administration put a "Freeze" on school spending and ordered all schools to put together three-month spending plans for the remainder of the 1978-1979 school year. This action provided an opportunity for a total re-evaluation of the district's financial position at a time when virtually no money was being spent. It also gave the schools a chance to plan their spending on a short term basis, evaluating minimum needs and cutting back as much as possible.

As a result of this agreement, the school district laid off approximately 1,100 employees in February of 1979. It was estimated that these layoffs would enable the school district to reach the end of the school year with a balanced budget.

When these two things were accomplished, the district's financial position had changed considerably. The three-month spending plans, along with a number of other administrative decisions, resulted in a

surplus, or excess, of funds, in the amount of $1.6 million.

At that point, in April, after reassessing the program and personnel needs of the schools, the administration re-hired approximately 400 of the employees who were laid off in February. It was determined that these employees were essential to the efficient operation of the schools.

While the $1.6 million surplus was not a direct result of the February lay-offs, it did make it possible to re-hire these 400 people. In addition, the surplus was a key factor in being able to retain these employees for the 1979-1980 school year. When they were re-hired, the school budget for the 1979-1980 school year was already finalized, and there was no provision in it for these additional salaries. They were paid from the surplus funds.

As the school district approached the end of the 1979-1980 school year, three-month spending plans were again implemented. Again, spending was curtailed, this time because of the projected fiscal situation for the 1980-1981 school year. As a result of this action, a $2.6 million surplus was anticipated at the end of the 1979-1980 school year. This will be used to help meet the 1980-1981 needs.

1980-1981 Needs

Even if the projected surplus for 1979-1980 were realized, this additional money will in no way cover the costs which will be incurred by the district in 1980-1981.

In January, the Board of Education submitted to the county superintendent, a 1980-1981 school budget in the amount of $196 million. Subsequently, action on the part of the state, combined with the inability of the city to provide additional funds, resulted in the district being able to provide for only $172 million of that budget. This meant that although the district anticipated $196 million in expenses for the 1980-81 school year, it was left with a revenue shortfall of $24 million.

The T&E Law Suit

As a result of this situation, the Newark Board of Education has filed a law suit against the state of New Jersey over the issue of school financing. The issue, simply, is that the state continues to increase its demands that programs and services be provided, but it does not provide the necessary financial support. In addition, the present state funding formula gives no consideration to the financial plight of the city. The eroding tax base and the municipal overburden of Newark make it impossible for the city to provide the necessary additional funds for education.

Newark's law suit, which is an attempt to change the state's formula for funding public education, is presently in the courts.

Board of Education Members 1980

The state legislature has set the following requirements for membership on a board of education:

"Each member...shall be a citizen and resident of the district...and shall have been such for at least two years immediately preceding his...election, and he shall be able to read and write."

Members of the Board are appointed by the mayor of the City of Newark during the month of June. Their terms begin on July 1, with the terms of three Board members expiring each year on June 30.

Board members' positions are non-salaried.

Carl Sharif, President

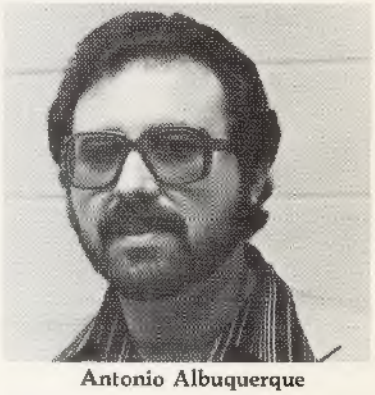
Rev. Granville Allen Seward

Mrs. Brenda Grier

Charles A. Bell

Dr. Elena J. Scambio
Vice President

Mrs. Dolores McNeil,
2nd Vice President



Antonio Albuquerque

Johnny Escobar-Carrasquillo

Mrs. Joan C. Bishof

ADMINISTRATION

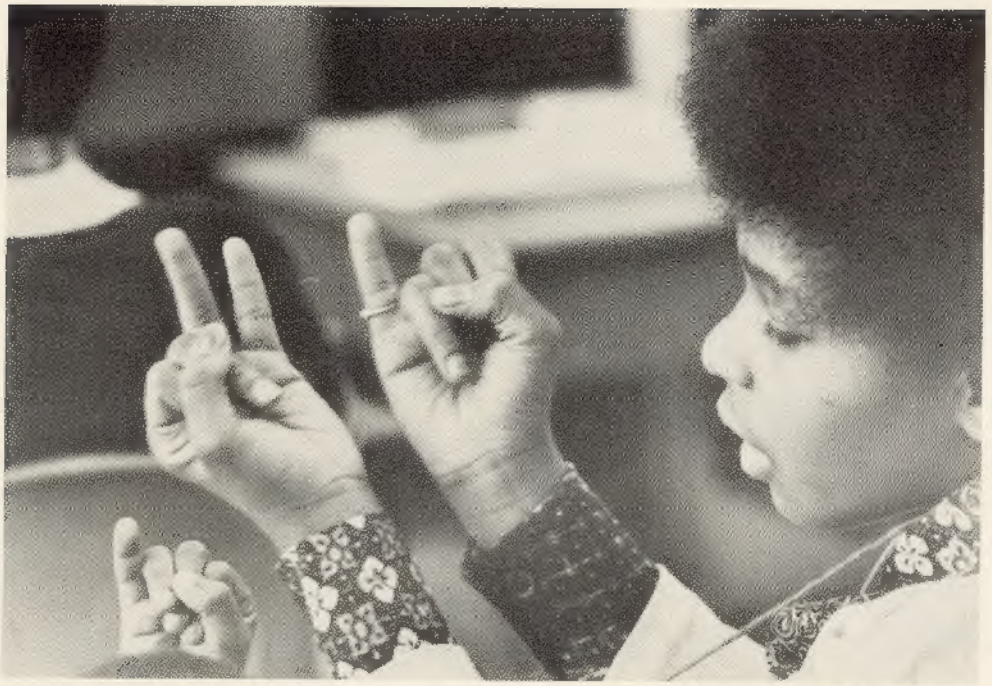
Executive Superintendent
Alonzo Kittrels

Deputy Executive Superintendent
Eugene C. Campbell

Assistant Executive Superintendents:
Robert Brown, Elementary Education
Morris Lerner, Secondary Education
Ellen McCabe, Pupil Personnel Services
Juan Rosario, Program Development

Executive Directors:
Kenneth Albert, Physical Facilities
Edwin Andrews, Data Processing
Gloria Bryant, Public Information
Edith Gallimore, Personnel
Norman Jeffries, Accounting
Barbara Kaye, Management & Budgets
Wilbur Parker, Internal Audit
Rossia Smith, Purchasing
Robert Taylor, Board Affairs

Legal Department
Cecil Banks, Executive Counsel



Newark School District
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